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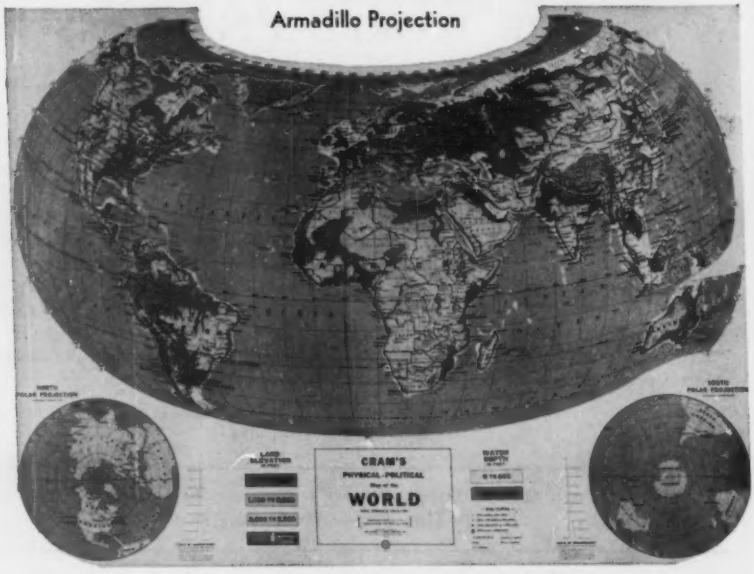

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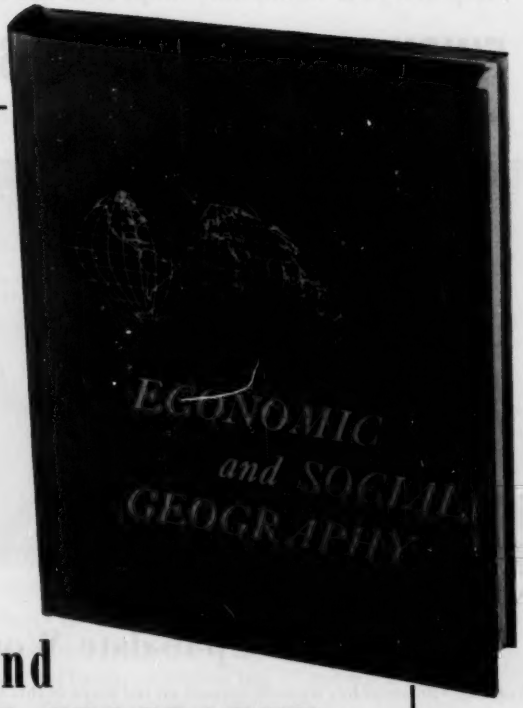

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CHANGING EMPHASES IN GEOGRAPHIC EDUCATION*

HENRY J. WARMAN
Clark University

The title of this paper, particularly the words "Changing Emphases" implies that the treatment must deal with the dominant geographic ideas, the facts taught, the understanding hoped for, and the method used thru a period of time. It might have been easier to prepare if the past participle, "changed," had been used instead of the present participle, "changing." However, the latter gives us a better chance to look more closely at the aspects emphasized at present and, what is more significant, an opportunity to look into the future. The selection of the word "changing" does necessitate a time limitation, certainly a beginning if not an ending.

The emphasized aspects of geography in the past are revealed in articles, textbooks, on maps and thru conversations with "old-timers." Perfunctory research leads to the assumption that the gamut has been run thru the travelogues, thru the physical world, past the environmentalists, by the possibilists, then to the present human and cultural "boom" as is evidenced in general education courses, urban geography work, and in the so-called "integrated, fused, parallel or blended" social studies courses. Basing judgement on these diverse characteristics, and seemingly widely varied stages found lining the gamut, one might conclude that geography thru the last 100 years has been a wildly gyrating and perigrinating field, a la Elvis Presley. Does such a quick, shallow attempt at research indicate that geography has been a ship without a rudder, or if a ship with a rudder, one without a skilled navigator or competent seamen? Let me answer now with a most emphatic "no." (If anyone should appreciate this paper at all it is the author of it, for in preparing it he experienced great enthusiasm and renewed as-

* Presented at the St. Louis meeting of the National Council for Geographic Education. November 27, 1957.

surance that geography always has been, is now, and ever will be *here to stay*!) In the closing paragraphs more will be said concerning this. Now let us turn to what seems to be the geography emphasized.

Early Emphasis in Geographic Education

In spite of present highly advanced transportation facilities it is impossible for many people even today to see much of the world for themselves. It was much more difficult between the years 1845 and 1900. In 1845 there was a considerable portion of the world unexplored and vast areas not used for production and trade. The 112 years since have brought practically all of the earth's surface into man's realm of knowledge and most of the habitable areas into world trade. By a study of the content of early textbooks, their exercises and questions, and particularly their illustrations one sees that acquiring a knowledge of *place geography* comprised the overwhelmingly major portion of Geography teaching. In 1845 geography was defined as "a Description of the Earth." This definition appears in a book written by Sidney E. Morse and titled *A System of Geography for the Use of Schools* published in 1845.[1] The author, Morse, refers to an earlier book published in 1784 and states that his work closely resembles the earlier one. If we assume this to be true, then we can say Morse was determined that the mastery of map information be the basis for the study of geography. He even states to teachers using the book, "Keep the pupil upon the Definitions and Explanations on the first four pages until he is thoroly acquainted with them." Geographic emphasis was placed upon two maps; one of hemispheres, east and west, tangential at the equator, and the other of the hemispheres, north and south, tangential at the 70° W. Meridian. Detailed map lore was presented by a few "city and environs" maps. Hence we see that the far flung world and the neighborhood with the map central were emphasized during the latter half of the Nineteenth century. Even as late as 1898 we find Sir Archibald Geike in his book *The Teaching of Geography* stating "The fundamental conceptions of the geography of a country should be built up from the data furnished by maps rather than from textbooks."[2] In 1913 Frederick L.

[1] Sidney E. Morse, *A System of Geography for the Use of Schools*, Harper and Brothers, New York, 1845.

[2] Archibald Geike, *The Teaching of Geography*, The Macmillan Co., London and New York, 1898.

Holtz in this book *Principles and Methods of Teaching Geography* states "The root of all geographical ability lies in being at home with maps."[3]

A slight change in emphasis is noted at the turn of the century. Altho use of world maps remained as a consistent characteristic, the symbolization on the maps took a turn from physical attributes of the environment to the cultural features, especially those indicative of commodities and those related to world trade. The "far" got more emphasis than the "near." Peoples in far away places became the subject matter. Travelogues, pictured geography books, lecture tours, still, and later motion pictures all indicated an emphasis changing from the land to the man.

With the impact of World War I another slight twist in the content of geography (and in the methods too) is evident. From the previous intensive studies of man *per se* more contributions to the vast geographic literature stressed *what man was doing. Land use studies became the vogue.* Such studies indicated that the land and man were being regarded as of equal importance in geographic education. Indeed, one might say that there arose a condition which is referred to fondly by psychologists and sociologists—a condition of "togetherness." Regard for geography under the "togetherness" circus tent meant a vying for the central circus ring. First the environmentalists performed, than the possibilists performed, then as Jimmie Durante would put it "Everybody got into the act." So regional studies which ensued and received major emphasis were expected to include all acts of the seven-ring circus operated by the "togetherness" brothers, Mr. Physical and Mr. Cultural. Thruout the first half of the present century geography books show the general trend, but some also show a swing to one side or to the other. On one side we can find geography books profusely jammed with maps, graphs, and charts, and the exercises stressing physical geography. On the other side we also can find some geography books filled with pictures of people and their activities but without a single map.

PRESENT DAY EMPHASES

One of the difficulties always encountered in blocking off time periods is that the impression may be gained that a corner has been

[3] Frederick L. Holtz, *Principles and Methods of Teaching Geography*, The Macmillan Co., New York, 1913.

turned and a new era begun. In geography there has been no corner turning. A better simile (and here I may sound trite) is a dendritic drainage pattern. Thruout such a pattern there is always a master stream. Nevertheless, each tributary may achieve prominence at certain times and in certain places. Such is the case today. Let me illustrate by using a few such tributaries.

First tributary. Conservation has been one of the geographers' important lines of interest, research, and work. Yet it has had a conversion to "wise utilization." It has focused attention on trees, grass, soil and more recently on water and human conservation. It contains studies of flood control and drainage basin development. It is many faceted with legislative phases, biological phases, ecological phases and more recently with sociological phases. Some of this world's examples of great multiple use projects come under this last phase. (In passing, I might interject that "multiple projects" seem to be a major characteristic of American material culture.)

Second tributary. Present day teaching of regions involves (or, I might venture, should involve) dealing with an area as the late Professor Whittlesey did in his "Southern Rhodesia—An African Compage."[4] In this study no attempt was made by the author to stress physical attributes of the environment to the exclusion of the cultural or vice versa. We see in the study the quality of "togetherness" mentioned earlier. Such a work comes closer to the master stream, as I see today, then almost any other.

Third tributary. Some geographers have become well known and highly regarded for their careful studies which may be labeled "Flow Patterns." "Flow Patterns" are not new to geographers—the great circulations of wind, weather, ships, trains, planes, food supply, luxuries, money, people, and ideas have always been with us. They merely are getting more emphasis today. The dynamics of change and function are involved implicitly, of course, and become part of the "compage."

Fourth tributary. Closer looks have been taken at the world's great conglomerations of people The population clusters which formerly were labelled "cities and their satellites" (many American people shudder when they hear the word today) have now been renamed and scrutinized under the label "megalopolis." Studies

[4] Derwent Whittlesey, "Southern Rhodesia—An African Compage," Presidential Address Association of American Geographers, Memphis, Tennessee, Apirl 13, 1955.

of such large merging urbanizations represents to me one extreme in our field where both physical and cultural elements are usually considered, for complete "urbanization is the ultimate replacement of all natural elements (soil, hydrologic system, vegetation and fauna) by the man-made ones: roadway, sewage network, lighting and heating apparatus, living and working construction. . . . The natural (physical) order has been so far disrupted that the recurrent menace from weeds, trees and animals is very remote."[5] Geographic education at present needs to front up to this condition. It offers an at-hand laboratory for most pupils and students of cultural geography.

Fifth tributary. As our profession has grown older there has been growing interest in the past. Just as in mountain climbing one pauses to look at the view (I have a belief that he really does it to rest) so we see increased emphasis on historical geography, geographical history and the history of geography. Two recent books attest to this emphasis; *American Geography: Inventory and Prospect*,[6] and *Man's Role in Changing the Surface of the Earth*.[7] Our geographic education receives a tremendous lift by such a looking back, for work at the present and plans for the future grow only from competence and confidence in the past.

Sixth tributary. Whereas geographic emphasis in the past was directed largely to finding the "typical" about areas (and I know this is a bad word to use) today we note increased emphasis on finding deviations from the typical, the median, or the mean. We often overlook the fact that someone had to find the typical, the median, the mean, the norm, if you desire, first. The master, main stream you see was sought but, then the meanderings, the cutbanks, the slip-off slopes, levees and dikes were studied. Deviations have to deviate from something!

Seventh tributary. In the shadows of our geographic education household in recent years has lurked the "bogey man" named "Militarism." Strange as this "bogey man" may seem to people in a democracy where compulsory military training (and this means no choice) has been necessary, the grim fact is that geographic

[5] Pierre Danserau, *Biogeography, An Ecological Perspective*, The Ronald Press, New York, 1957.

[6] Preston E. James, and Clarence F. Jones, Editors, *American Geography: Inventory And Prospect*, Syracuse University Press, New York, 1954.

[7] William L. Thomas, Jr., Editor, *Man's Role In Changing The Face Of The Earth*, The University of Chicago Press, Chicago, 1956.

education has, is, and will have to consider "militarism" for sometime to come as a man-made feature of our cultural milieu. The responsibility of creating militarists whose world knowledge (even universal knowledge) is second to none lies quite heavily on geographical shoulders.

Eighth tributary. No listing of the emphasized educational courses in geography would be complete without due regard for and the highest credit given to the cartographers. Not only in techniques but in subject matter such as medical maps, language maps, maps of religion, maps of "whatever you want" has there been most successful emphasis. We see map "clutterment" being replaced by map "clarity." We see maps of "blended," "plastic" relief. Geography educators have found a welcome mat turned right side up, an open door, and a big warm house for all their efforts along this line. Who knows, but one of us may be the teacher of a younster who will draw the "skyroad" map to enable jet pilots to plan their courses among the stars.

Ninth tributary. At the present, geography teachers are able to emphasize more than ever before the occupations which need and are willing to hire geographers. While the subject has and always will retain its liberal education qualities the practical uses are ever-increasing; schools, colleges, universities, governments, book and map publishers, villages, towns, and cities want the geographers with the broad background plus a specialty.

Disturbing Trends in Geographic Education

All the emphases have not been good. In geography, as well as in other subjects, the sheer weight of numbers has forced teachers to use testing devices which preclude opportunities for developing fine geographic writing and which also exclude the use of truly geographic materials. As one geographer on a large university campus has put it, "I find myself becoming a slave to an IBM scoring machine. I must prepare my tests for ease of scoring." His distress is traceable to and inherent in our large groups. The essay, the prose, the nicely woven geographic story, replete with illustrations built into the theme, (and not inserted after the paper has been done) are being used less and less with the large groups.

Another disturbing situation is, that an increasing number of present day advanced degree candidates, and a large number of "old timers," are carrying on research which gives us more and

more information about smaller and smaller areas. While this may be professionally safe because one becomes an expert quickly in his own little kingdom of study, and hence prevents others from criticizing since no two people dig into the same small area, there is great danger in such a trend. This writer is old fashioned enough to believe that a Doctor of Philosophy degree is bestowed only upon those who show ability to "philosophize" and not upon those who gather more and more about less and less. Perhaps remunerative positions are obtained more quickly by the area specialist but the field as a whole will not produce philosophers but groups who will be content to accumulate data, plot and publish data, without reflection of any great magnitude. More than from anything else our subject will suffer, indeed any subject will suffer, if there is an inertia to think about the data amassed. As Professor McCarty said in a recent seminar, "One can mistake the indicators for the phenomena."

In like manner, however, the other extreme is equally dangerous. Easy generalizations often lead to superficiality just as superficiality can lead to easy generalizations. Such superficiality involving slight knowledge is found in many "world" courses. Many of these could have as a descriptive subtitle, "The World and its problems learned in one easy-to-swallow capsule." We may qualify what has been said, of course, by saying that some knowledge of the world is better than none.

Just two weeks ago a newspaper contained a diagram showing the solar system and the distance of the planets from the sun. In the description underneath were these words, "This may look like drawings from your old geography book, but now it may be something of a road map for the future." The title of the diagram, however, was most interesting: "Facts about Space in One Quick Easy Lesson." Such osmosis-like techniques remind me of the painters' motto, "Save the surface and you save all." Continued present emphasis along such lines will supply ample ammunition to the critics who say we are "jacks of all trades and masters of none."

Let us now turn from these disturbing, "bad" emphases in geographic education and focus our attention again on the master stream of geography and its tributaries. Extremely hopeful signs are on all sides. We find an article which is called, "Human Geography and Area Research." Here is an indication that a "tributary" specialist definitely is conscious of the main stream and other

tributaries. We find another article by one regarded as interested primarily in human affairs entitled, "Whatever Became of Physical Geography?" We find another article by one of the greatest advocates of systematic training in elements of geography entitled "Population Geography." What do these references indicate? Simply that all who profess to belong to the field of geography recognize its "master stream" as a *tempero-spatial study of dynamic man-land (or land-man) relationships.* With such a sensed, rather than sharply defined, study we face the tasks of the future with confidence. These tasks involve changes in geography content, materials developed, and methods used. These changes will not be abrupt but continuous. What may we expect them to be?

Future Emphases in Geographic Education

1. Instead of trying to predict the weather by looking up at it, we will be able to see larger weather patterns by looking down on the weather from man-made satellites. Weather, climate and cartography need to be stressed.

2. We can expect greater conversion of desert to arable lands thru better control of our rivers and thru projects which will convert the salt water of the seas to fresh water. Three-fourths of the earth, the water bodies, thus need to be studied more carefully.

3. In regard to river control, we can look forward to multiple projects wherein not one river basin, but several will be coordinated into mammoth projects. These projects will overlap national boundaries.

4. We have changed the character of our soils thru fertilization and will do even more in this regard. We will continue to increase yields at an amazing rate. Water plants will be cultivated and enter our diet.

5. Thru the process of hybridization we are improving our vegetation and animal life and we can expect to do the same with humans. If we pride ourselves on our agriculture hybrids, why not improve the "two-legged" creatures as well?

6. We can look forward to the not too distant future when well over half of all the world's people will be concentrated in about two-hundred great conurbations. The living problems within and the supply problems outside these "megalopoles" call for re-orientation of geography regional studies.

7. As we are now experiencing the use of power from the atom, so we may look forward to other new sources of power such as that in the waves of the seas, the sun and even the molten center of the earth.

8. In the teaching process we can anticipate a swing from the multi-factored "social studies" programs to more place-centered, regionally based courses. From a peripheral position geography could move to the center and become the "core" subject.

Geography as the Core

If there is any message I have to bring here today it involves this last point, namely, geography as the "core" subject in the social studies program. Geographers now stand at one of the most significant vantage points in their whole existence as educators. If we

unite, reaffirm what we have been doing thru the years, and ever keep sight of the "master stream," geographic education can lead the way out of the horrible morass of Social Science or Social Sciences quandaries and make contributions to Natural Sciences.

At the turn of the century about 75 per cent of high school students took a foreign language. Today that figure is down to 22 per cent. Eighty-four per cent took some science course. Now it is only 54 per cent. In fact, one-half of all our high schools offer no physics courses today. Some school systems are alarmed about the conditions. Geographers can do much to alleviate fears and quiet alarms. How? By advocating introduction to a foreign culture thru geography courses, since foreign language study no longer does it. By introducing more emphatic course work on physical geography some natural science specialists may be discovered. Parents who think that pupils should be taught something useful would be more satisfied with a unit on "multiple projects" than "on how to mail a letter."

Recently there appeared a rather frank statement about the dilemma that faces many educators, particularly those concerned about the social studies. Excerpts of the statement are as follows:

"But the confusion over the meaning of the term 'social studies' is not confined to the matter of definition. Thru the years we have added ingredient after ingredient to the 'social studies' brew until it now includes everything from driver education to personal grooming—and we're still tossing ingredients into the boiling kettle at an alarming rate.

"A number of years ago we spent an afternoon at a circus in a small country town. Our most vivid memories of that afternoon include the heat, the milling crowds, the dust, the noise, the smells—and the jugglers. They, the jugglers, were good. We remember one in particular. His act began when his attendant, a ballet-skirted girl, tossed him a couple of plates. He started these going. Then the girl tossed him a third, a fourth, a fifth, a sixth. We lost count at number six, but the girl kept on tossing them to him. Every time she threw in an additional plate we thought, 'This is impossible.' But it wasn't impossible, and before long the air was filled with hands and arms and whirling disks. We began to think the man would never stop, that there were no limits to the juggler's skill, that he could handle all the plates the girl could find to toss him. But reason told us that the man had a carefully calculated limit, that he obviously had a breaking point, and we began to wonder what would happen if the girl inadvertently or by design threw him one too many plates. Would the act collapse in a frantic waving of arms and the mad clatter of crashing crockery? Or would the juggler, overcome by utter frustration, simply drop his arms to his sides, let the plates fall where they would, and walk out of the ring in as dignified a manner as the occasion permitted? The girl didn't tempt fate, of course, for she knew her business and she knew when to stop, and the act ended successfully amid a fanfare of horns and much bowing, and a gang of roustabouts ran in and scooped up the juggler's paraphernalia while the man and the girl stepped out of the ring and jauntily walked thru the tent and back to their dressing rooms.

"Every time we think of the juggling act, we think of the social studies. For a substantial number of years, social studies teachers have been doing an almost impossible job, and doing it with considerable skill. But the 'plates' keep flying in. In recent years social studies teachers have been tossed at least a partial responsibility for guidance, vocational counseling, marriage counseling, personal grooming and etiquette, driver education, air-age education, health education, remedial work for slow readers, speed-up work for gifted students, intercultural relations, intergroup relations, international relations and world citizenship, control of juvenile delinquency, emphasis on moral and spiritual values and the mastery of the new materials and tools and techniques in the fields of sociodrama and audio-visual aids. Each of these areas of education is important. Whether they are all equally important is another question, and whether they all belong in the social studies program is still another question.

"But the biggest question of all is, where will it all end?

"Obviously, there is a limit to what can be done in the name of the social studies, just as there was a limit to the number of plates the juggler could handle. Sometime, somewhere, the one-too-many plate will come flying at the social studies profession, and in complete frustration, what with low salaries, lack of recognition, and continual harassment, teachers will simply throw up their hands and desert the educational ring for more attractive and 'possible' careers.

"What we need, soon and badly, is a thoro and thoughful analysis of the social studies program in relation to the whole curriculum and with the needs of civic education in our time a focal point for all consideration."[5]

Such a "thoro and thoughtful analysis of the social studies program," if geographers are interested in it, will I am sure place geography high on the priority list. For ours is a discipline which keeps the man-land theme central, place attributes fundamental, with recognition of the fact that every event occurs at a time and a place. While time (tho inexorable) is nebulous, place (tho changing in attributes) is concrete. So as a subject called "General Education," as a subject called "Social Studies," as a subject called in part "Natural Science," or as a subject called plain "Geography" our field posseses a core of man-land relationships which can lead pupils to understand man-to-man problems, man-to-land problems, nation-to-nation problems, and give insight to world-to-universe problems. This is a big order but we, as geographers, can fill it. There is every reason to expect that Americans will continue to look for the soundest school course to raise as many students as possible to their highest levels in natural and social science. Geography has come of age—it is mature enough to be that important course. Geographic life, like human life at maturity, has taken on *meaning*. But meaning to be complete must be accompanied by *perspective*. So geographic education—with *meaning*, with *perspective*, can lead, just as in a mature life, to *fulfillment*.

[5] Lewis Paul Todd, *Juggling Act*, Social Education. Vol. XXI Number 6, October 1957, pp 245-246.

DIAGRAMMATIC TESTING IN PHYSICAL GEOGRAPHY

CHARLES B. MCINTOSH
Eastern Illinois University

The testing of facts in geography, as in other disciplines, occupies the larger part of most tests. Cataloging factual information is one of the points of evidence used to determine whether or not a student has adequately mastered his subject. But the value of geography and the worth of a geographer stem from the discipline of associating and organizing facts so that meaningful and/or useful relationships result. Testing in geography should, therefore, include the elements of association and relationship, of likenesses and differences, and an organization of facts thru a rationalization or thinking process. The purpose of this article is to present a method of testing that goes a little farther than the mere testing of memorized facts.

The method involves the use of diagrams. Diagrams are not new to physical geography either in the presentation of material in class or in testing. Certainly an instructor of physical geography must spend a large part of his classroom time describing and explaining thru sketches, diagrams, and charts that he draws on the board or prepares on display posters prior to class meetings. And tests should also occasionally include diagrams, charts, and maps that require interpretation.[1]

The example diagrams presented here are perhaps weighted heavily in principles associated with climatology. Diagrams can, however, be designed for other aspects of physical geography than those illustrated in this paper. In fact, the author has used diagrams for testing purposes in cultural geography as well as in physical geography. Such diagrams may be employed with facility in testing concepts associated with urban, economic and political geography.

TESTING WITH DIAGRAMS

Test 1. Figure 1 involves simple earth-sun relationships and may be used from junior high school thru beginning geography

[1] Elaine Forsyth, "Map Reading in Testing Skills," JOURNAL OF GEOGRAPHY, Vol. 43 (1944), pp. 168-174. This paper discusses the use of hypothetical maps and interpretation of maps in testing.

classes in college. Variations of the diagram may be accomplished by reversing the direction of revolution, varying the position of the months, and turning the inclination of the axis to the left rather than to the right of the perpendicular. Since most text diagrams show the inclination to the right considerable mental adjustment is required by some students before correct orientation of a left-hand inclination is accomplished.

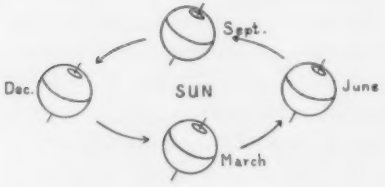


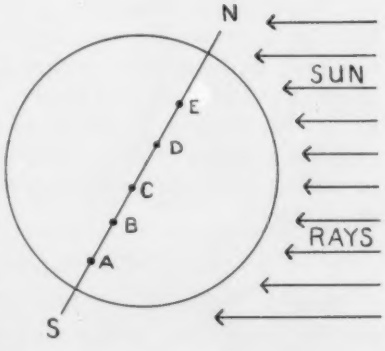
Fig. 1

The diagram in Figure 1 contains certain errors. Make the necessary corrections in the diagram and discuss briefly the reason for the changes you have made.

Test 2. Figure 2 is another earth-sun relation diagram which combines the factual test with the diagram. Use of this diagram, in addition to earth-sun relationships, assumes the student has studied latitudinal differences in length of day and night, great circle, and special parallels. Experience has indicated that some students must be told the lettered dots have nothing to do with the location of special lines that are to be drawn.

Fig. 2

A. Draw lines on Figure 2 to represent the following terms. Identify the lines with the following number: 1. Arctic Circle; 2. Tropic of Capricorn; 3. Equator; and 4. Circle of Illumination. B. The earth-sun relationship shown in the diagram would occur on approximately what date? .... C. The descriptive name given to this specific day in the northern hemisphere is ..... D. Which of the lettered dots on the diagram would experience the greatest number of hours under sunlight on this date? ..... E. Use an "X" to indicate a point on the circumference of the globe where sun rays would be perpendicular.

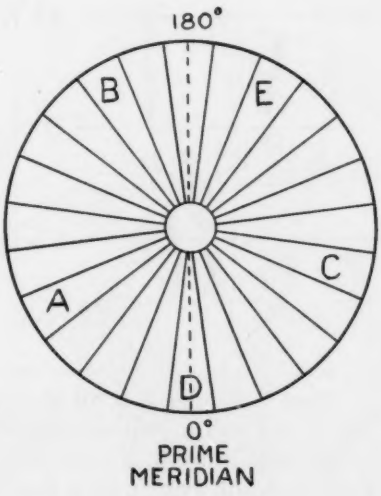


Test 3. The diagram in Figure 3 tests knowledge of principles associated with time zones and the international date line.

Fig. 3

Figure 3 represents a polar projection of the northern hemisphere. The radiating lines separate the 24 time zones around the earth. Meridians for 180° and 0° longitude are dashed lines on the diagram. The time at point "A" is 4:00 P.M. on Tuesday. Give the hour and date for the points indicated by the other letters.

	Hour	*Day*
B.	.....	.....
C.	.....	.....
D.	.....	.....
E.	.....	.....



Test 4. Figure 4 is used when testing knowledge of the world ocean current patterns.

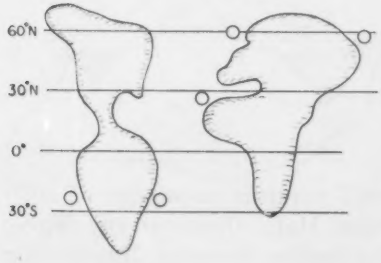


Fig. 4

Two continental land masses are superimposed on the numbered parallels in Figure 4. In the oceans surrounding these continents are circles representing locations in paths of five ocean currents. Place a "W" inside circles located in warm currents and a "C" in circles located in cold currents. Indicate the direction of each current by drawing arrows thru the circles.

Test 5. The diagram in Figure 5 tests knowledge of the world wind circulation patterns and the principles of orographic rainfall.

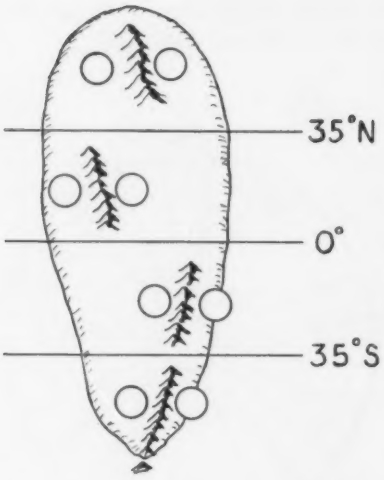


Fig. 5

The hypothetical landmass in Figure 5 extends from beyond 60° N to 60° S. Four mountain ranges are shown on the land. Place an "X" in the circle on the sides of the ranges that would receive the the most rainfall in the northern hemisphere and in the circles representing the dry sides of the mountain ranges in the southern hemisphere.

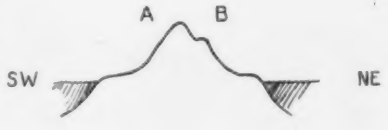
Test 6. Figure 6 is an alternate to the diagram shown in Figure 5 and again requires knowledge of world wind systems and orographic rainfall. A cross section may also be made for an island such as South Island, New Zealand, to test the knowledge of windward and leeward rainfall in the middle latitudes.

Fig. 6

Figure 6 represents a southwest-northeast cross section thru the island of Oahu in the Hawaiian Island (21° N.). Describe and explain the rainfall conditions found on the island under letters A and B. (In testing leave an inch space between the two letters.)

A.

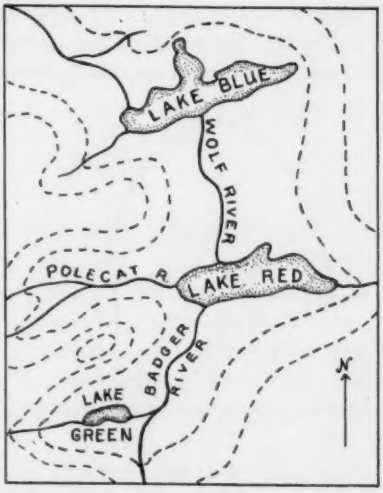
B.



Test 7. The diagram in Figure 7 requires knowledge of river patterns, contour lines, and direction. Maps of almost any degree of complexity may be composed for testing purposes. Map testing is the most common type of diagrammatic testing.

FIG. 7

Three lakes and several rivers are represented on the map in Fig. 7. Contour lines are dashed. Place the correct names and directions in the following blank spaces. 1. Wolf River is flowing from Lake ..... to Lake ..... 2. Polecat River is flowing in what direction? ..... 3. Badger River is flowing from Lake ..... to Lake..... 4. The water from these rivers and lakes is flowing off the map in what direction? .....



Test 8. Figure 8 tests knowledge of differences in land and water heating and the effects resulting from seasonal changes in insolation.

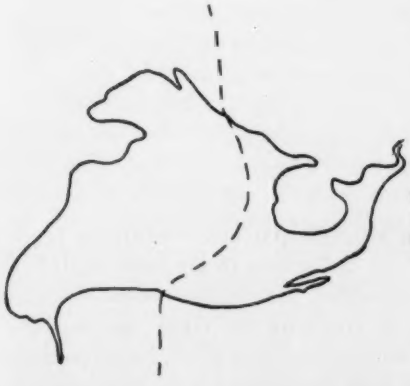


Fig. 8

The dashed line in Figure 8 represents an isotherm. Explain the isotherm pattern in light of the water-land-seasonal relationships.

Test 9. Figure 9 is a diagram testing regional climatic characteristics. Diagrams and accompanying questions presented in Figure 1 to 8 have represented varying degrees of difficulty. In most cases only simple or fundamental relationships have been involved and several of the diagrams could have been used in geography courses from high school into college. Fig. 9 should be used

with students who have had more geographic training than was necessary for most of the previous diagrams. An understanding is required of the seasonal movement of the Polar Front and the ITC

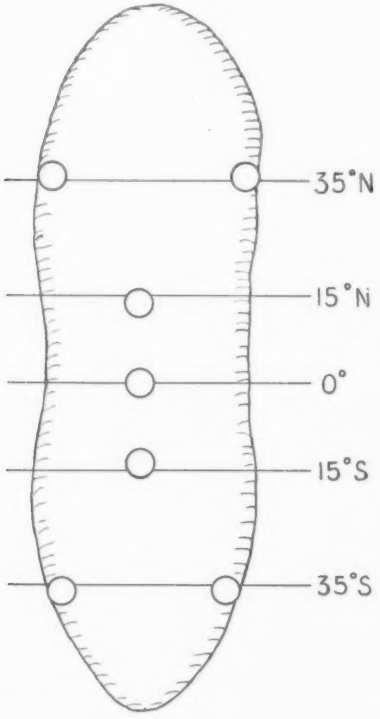


Fig. 9

The diagram in Figure 9 represents a theoretical continent extending from above 60° N. to almost the same distance south of the equator. Seven locations marked by circles are noted on the diagram. Consider the time to be the month of July.

Mark those locations that would receive close to, or in excess of, two inches of rainfall during July with a "W."

Mark those locations that would most likely receive less than one inch of precipitation during July with a "D."

zone along with the changes in rainfall patterns resulting from the movements. A knowledge of the difference in air-mass stability and climatic conditions found on either side of the oceanic high-pressure cells is also important in reaching the right conclusions. Incidental factors such as time, movement, direction, location, and differences and likenesses in rainfall associated with hemispheric reversal of energy conditions must play their part in the over-all solution.

Some Advantages

The author is not suggesting that diagrammatic testing replace other more conventional types of testing. Detailed factual testing

should be included as an important part of most tests. The complimentary inclusion of one or two diagrams as is being suggested here has certain advantages. None of the advantages are claimed as the exclusive property of diagrammatic testing. Advantages of diagrammatic tests:

1. They add variety to a test.
2. The tests are easy to grade.
3. A problem aspect is introduced which has a tendency to create interest.
4. If many students, closely spaced, must take the test, alternate tests using the same or very similar diagrams are easily prepared. This requires changing only one or two words in the instructions. For instance, the instructions accompanying Figure 9 could be made to read "month of January" instead of "month of July."
5. Altho somewhat objective in character diagrammatic tests on occasion require a brief written discussion thus serving as a check on written expression by the student.
6. They test powers of observation.
7. They test a knowledge of facts, processes, and a comprehension of likenesses and differences including those associated with location, time, movement, direction, etc.
8. They test the ability of a student to make a logical interpretation of geographic associations.

Whether you call advantage No. 8 a test of thinking, rationalization, or reflective judgment, it is the testing of this part of a student's capabilities that is most often neglected. And the inclusion of such testing by use of the diagram is perhaps the greatest asset of the diagrammatic tests. If, as geographers, we do not teach rationalization in the use of geographic facts, we cannot expect to impart true geographic understanding. If we do not test for thinking we cannot be sure we have taught it.

Shortly after joining one geography department I gave a test which included two diagrams. A geography major, after taking the test, came up to the desk and said, "This is the first test I have taken in geography that has not been strictly a matter of repeating memorized facts. I had to think in this one." Use some diagrams in your testing, you may have a similar response.

THE STATUS OF GEOGRAPHY IN THE TEACHER EDUCATION INSTITUTIONS OF THE SOUTH

ROBERT B. MARCUS
University of Florida

Many articles have been written in the past several years criticizing the lack of preparation in geography that prospective public school teachers were receiving. To determine the extent to which this condition existed in the teacher education programs of elementary teachers and secondary social studies teachers in the South, the writer analyzed the programs and the content of the required geography courses in a selected group of teacher education institutions[1] in the 11 southern states accredited by the Southern Association of Colleges and Secondary Schools.[2] This study was made from the data obtained from questionnaires sent to the deans of the colleges and universities and the persons in charge of teaching geography to prospective teachers respectively.

Criteria for Selection of Institutions

The institutions included in the study consisted of 63 four-year colleges and universities that were accredited by the Southern Association, that prepared both elementary teachers and secondary social studies teachers, and who were willing to take part in the study. In addition, the geography courses in the selected colleges and universities were limited to those courses required for graduation of students preparing to be elementary teachers or secondary social studies teachers, or were required for teacher certification by the state in which the institution was located. The 63 institutions varied in enrollment from 235 students in the smallest to 11,000 students in the largest university. They represented 79 per cent of the total enrollment of the 79 original colleges and universities to which questionnaires were sent.

Required Courses in Geography

The courses that were taught in the 63 participating colleges and

[1] Teacher education institutions as used in this study are defined as those four-year degree granting colleges and universities with departments or colleges that offer curricula for the preparation of elementary teachers and secondary social studies teachers.

[2] The states covered by the Southern Association of Colleges and Secondary Schools are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

universities were classified by the writer under nine titles as follows: 1. principles of geography, 2. elements of geography, 3. general geography, 4. human geography, 5. economic geography, 6. conservation of natural resources, 7. regional geography, 8. world geography, and 9. special and miscellaneous courses. In turn all of these courses could be grouped under systematic or regional geography. Using these two categories principles, elements, general, economic, and human geography, and conservation of natural resources were included under systematic or topical geography. Regional geography embraced the courses entitled regional geography, world geography, and most of the special courses which were of a regional nature covering a small area, such as the state of Louisiana or the state of Texas. It was necessary, however, to study more than the names of the courses since as many as six different names were used for one geography course, yet all six courses used the same textbook. In a few cases the names of the courses bore little or no relationship to the content of the textbook.

Systematic or topical geography was required in more colleges and universities than was regional geography. In the 63 participating institutions, 57 courses were taught as principles, elements, or general geography courses; 14 as human geography; 18 as economic geography; and 14 were conservation of natural resources. Thus, a total of 103 required courses (Table 1) in geography were taught as systematic or topical geography. Forty-four courses, required of either prospective elementary teachers or

TABLE 1
DISTRIBUTION OF REQUIRED COURSES IN GEOGRAPHY IN SIXTY-THREE HIGHER INSTITUTIONS IN ELEVEN SOUTHERN STATES

Name of Course	Public Institutions		Private Institutions	
	Courses Required of			
	Elementary Teachers	Secondary Teachers	Elementary Teachers	Secondary Teachers
Elements of Geography	18	3	1	1
Principles of Geography	13	5	6	2
General Geography	3	3	2	0
Human Geography	6	0	4	4
Economic Geography	5	2	5	6
Conservation of Natural Resources	5	3	3	3
Regional Geography	4	1	4	2
World Geography	9	7	3	2
Miscellaneous*	9	2	1	1

* Most of these courses were of a regional nature covering a specific area.

TABLE 2
Textbooks Used in Introductory Geography Courses in Sixty-three Higher Institutions in Eleven Southern States

Name of Text	Number of Institutions Using Texts*	
	Public	Private
World Geography	2	2
Elements of Geography	9	0
The Earth and Its Resources	2	1
Essentials of Geography	4	3
World Regional Geography	3	1
A Geography of Man	2	0
Introduction to Geography	5	0
Cultural Worlds	1	1
Elements of World Geography	2	0
Regional Geography of the World	1	1
Human Geography**	2	2
Miscellaneous	6	12
	39	23

* One institution did not use any text in the introductory course.
** Langdon White and George Renner, *Human Geography*, Appleton-Century-Crofts, New York, 1948.

secondary social studies teaches, were taught as general regional geography, world geography, or geography of a particular region.

Text Books Used

Thirty-six textbooks were used in the 147 required courses in geography. Of this number, 27 were used in the introductory courses at the 63 colleges and universities, and 16 of these were used by only one institution each. The majority of the courses taught used 11 textbooks as guides for the courses (Table 2). Six of the textbooks were used by four or more institutions. All of these texts were written according to systematic geography and/or climatic-regional geography. The four texts that are among the most widely known today as exponents of regional geography, written according to political or cultural regions, were used by seven colleges and universities.[3]

The text is important in many geography courses because it determines what will be taught and how the material will be

[3] Preston James, *A Geography of Man*, Ginn and Company, New York, 1951.
Earl Lackey and Esther Anderson, *Regions and Nations of the World*, Von Nostrand, New York, 1953.
Richard Joe Russell and Fred Kniffen, *Cultural Worlds*, Macmillan Company, New York, 1951.
Jesse Wheeler, J. Trenton Kostabade, and Richard Thoman, *Regional Geography of the World*, Henry Holt and Company, New York, 1955.

arranged. Each of 42 institutions followed the arrangement of the selected textbooks, and 33 of these colleges finished the entire text.

DETERMINATION OF REQUIRED COURSES

The writer wanted to find out who was responsible for setting up the titles and the number of courses required for the graduation of elementary teachers and secondary social studies teachers. The premise was made by the writer, at the beginning of the study, that state certification requirements, to a large extent, determine the courses that colleges teach to prospective teachers. In 16 colleges geography courses were formulated by the respective state departments of education of the states in which the colleges were located. Seventeen additional institutions required that geography be taught to prospective teachers as a result of collaboration between the state department of education and the faculty or administration of the college. State departments of education had some influence on the geography programs for prospective teachers in 33 colleges, or 57 per cent of the institutions answering this question on the questionnaire. Twenty-five, or 43 per cent, required geography in the teacher education curriculm because of local administration or faculty policy.

To meet the requirements for the courses in geography that were required for the graduation of both groups of prospective teachers, some person or committee must set up the proper course or courses and determine the content of these courses. In the southern institutions covered by this study, the instructor of the particular course worked out the content in 26 institutions, the geography staff in 13 colleges, and the education department in five colleges and universities. The remainder of the schools delegated the responsibility to the various departments that taught geography. Many of the smaller colleges, which did not have geography departments, included geography in the sociology, economics, history, or social science departments. In seven colleges the education department worked in conjunction with the geography department in determining the material to be included in the required geography courses.

The individual or the department responsible for working out the content of the required geography courses was not always the same as the one to whom the supervision of the course was delegated. This was evident from the data obtained from a special

section included in the questionnaire. Twenty-four institutions, of which 21 were public, delegated the supervision of geography to the geography department. In many of the colleges, where there was no geography department, geography was supervised by the social science division or department. This was true in ten public and eight private institutions. The education department supervised geography in two public and four private colleges and universities respectively, and shared this responsibility with the geography department in three additional colleges.

Attitude of Instructors Toward Geography Programs

A question was included to determine how the various instructors felt about the geographic education prospective teachers had received upon completion of their program. Twelve instructors were satisfied with the geography programs at their institutions. Of this number, eight were from private colleges and four were representatives from public colleges and universities. Two additional faculty members from public institutions were satisfied with the programs for elementary teachers but not with the programs for secondary teachers. Four of the public colleges, where instructors were satisfied or party satisfied, had broad programs in geography. However, several of the private institutions in which the instructors were satisfied with their programs had but one or two courses in geography—the basic minimum to meet state certification requirements.

In the majority of these latter institutions geography was not supervised by the geography department nor was it taught by geography instructors. It was expected, however, that instructors who specialized in geography or who taught in institutions having strong geography departments would feel that more geography was necessary than would those who were not specialists in geography. This study revealed that the geography instructors and the geography departments determine, in no small part, the geography offered and required at many institutions.

Semester Hours of Geography Required

How many semester hours of geography were actually required for elementray teachers and secondary social studies teachers? The average number of semester hours required by all institutions for both elementary teachers and secondary social studies teachers

was 3.7 hours. However, this study, as previously stated, included only those schools that required geography in the teacher education programs. For elementray teachers, the average number of semester hours required in geography was 4.9, while the prospective secondary social studies teachers were required to take an average of only 2.5. When these requirements were classified into private and public institutions, it was found that the private colleges and universities required 3.8 semester hours and 2.6 semester hours for their elementary and secondary teachers, respectively, and the public institutions required 5.6 and 2.4 respectively.

From a comparison of the required number of semester hours in geography, it was found that the private colleges and universities had requirements more nearly alike for the elementary and secondary programs than did the public institutions. This, in the writer's opinion, resulted from the desire of the various college administrations to utilize the faculty members as much as possible. By requiring both elementary and secondary teachers to take the same courses in geography, enough students could be obtained to justify teaching courses that were required or recommended for state certification.

SUMMARY

Sixty-two of the 63 selected colleges and universities accredited by the Southern Association required a minimum of one three-semester hour course in geography as part of their elementray teacher education programs. Thirty-four of these institutions required at least one three-semester hour course for prospective secondary social studies teachers. The average number of semester hours required by the 63 institutions was 4.9 for the elementary teachers and 2.5 for the secondary social studies teachers.

In the majority of the selected colleges and universities, the required introductory course in geography was a principles or elements course in which the subject matter was determined by the geography instructor or geography staff. In varying degrees the respective state departments of education influenced the selection of the required courses in 35 institutions.

HOW THE CURRICULUM INFLUENCES TEXTBOOKS IN GEOGRAPHY

ROBERT N. SAVELAND
Ginn and Company

To establish the fact that textbooks are influenced by the curriculum, look into some old geographies. Have you ever seen any of the old, pocket-sized geography books written by people such as Jedidiah Morse or William Woodbridge from about the 1790's to the 1830's? These books, usually written in a question-and-answer catechism style, reflect the teaching methods of their day. They also reflect the extent of information about the world which the authors were able to gather. Long passages which describe the coastline of South America could probably be attributed to the fact that the authors talked to sea captains in New England ports. Surprisingly enough, you may at times find yourself in accord with the logic of these authors—especially with Jedidiah Morse when in 1825 he said,

"The present state of the world, and the prospects opening before us, render the knowledge of Geography a necessary part of good education."

Thru the 1800's, geography books reflected the growth and territorial expansion of the United States. As the country increased in size, so did the geography books. The ability of students to hide behind the large books undoubtedly influenced certain teaching-learning situations. The large size then, as now, was largely due to the necessity of incorporating maps into the books. By 1870 there were some startlingly good colored-maps in the geographies. Often these were distributed thruout the book and some showed both elevation and relief.

With the turn of the century, attention began to be directed toward the interpretive approach to geography. As more and more information became available concerning how children learn, changes became manifest in textbooks. Examples of the project method, Gestalt psychology, and motivated situations can be readily found in several textbooks. Today we hear much about the gradation of concepts. Lest we think of this as something particularly new, let me quote from Guyot's Geography Series, *Common School Geography*, published in 1866 by Charles Scribner and Company:

"The various geographical topics also must be presented in each grade in such an order as will enable the pupil to grasp them intelligently, in their natural connection."

WHAT EDUCATIONAL PUBLISHERS DO TO TAKE THE CURRICULUM INTO CONSIDERATION

To explain how the curriculum influences textbooks in geography today, let us note some of the things which educational publishers do to take the curriculum into consideration. Most obviously, publishers will give close attention to courses of study. Many publishers maintain a comprehensive file of state and local courses of study which would do justice to a well-equipped curriculum laboratory. In the field of geography we are especially interested in bulletins such as the Pennsylvania Council of Geography Teachers' "Programs of Geography Education from Kindergarten Thru Grade 12." This report for improving the curriculum in the schools of Pennsylvania was prepared by a Production Committee under the chairmanship of Mary Viola Phillips. It was printed by the Reading Public Schools and came out early this year.

While we must recognize that courses of study may give insight into the educational goals and philosophy of those who prepare them—and help to indicate the scope and sequence of content—nevertheless, they do not give an all-encompassing view of the curriculum. This is particularly true if the curriculum for geography is defined as the sum of experience concerned with the interrelationships of men and their environments. To determine what actually constitutes the curriculum it is necessary to "get out on the firing line"—in other words, to have close contact with real learning situations. Educational publishers have a variety of ways of accomplishing this.

ROLE OF AUTHORS, EDITORS, AGENTS, CONSULTANTS

As you have probably observed, authors and editors are usually recruited from the teaching field. With a background of classroom experience they are able to plan, produce, and evaluate written materials in relation to the interests and abilities of children. Interesting continuing contacts that authors and editors have with the classroom are the frequent letters which children address to publishers. Here is an example of such a letter:

Heath School
Chestnut Hill 67, Mass.
October 24, 1957

Gentlemen:

We have a problem in our room. I would like to know if there is an Antarctic Ocean? Some maps say there is and some don't. I hope you can give me the right answer.

Yours truly,

Elizabeth Baybutt

Does this letter pose a curriculum problem? I believe it does. You may be interested in the answer...

Dear Elizabeth,

Thank you four your letter of October 24. Your problem has troubled me too. As you have noticed, map makers and geographers do not agree about naming the oceans. *The World Book Encyclopedia* lists the Antarctic as an ocean, but the *World Almanac* does not.

If you look at a globe you will see that there is a large continent around the South Pole. This is the continent of Antarctica. If there is an Antarctic Ocean it would have to be shaped like a doughnut with land in the middle. To my way of thinking this would be a peculiar ocean. I count just four oceans: 1) The Pacific Ocean, 2) The Atlantic Ocean; 3) The Indian Ocean and 4) The Arctic Ocean (around the North Pole).

Probably some day when you are grown up the name of the Arctic Ocean will be changed to the Arctic Sea because it is much smaller than the other oceans.

I hope this answer is helpful to you.

Yours sincerely,

The letters which we receive from children usually represent a healthy spirit of inquiry and, not infrequently, their questions have been considered when making changes for the next printing of a book.

At one time or another you have probably had direct contact with an agent or consultant from an educational publishing house. Agents and consultants may be former teachers, principals, or school superintendents. Book agents are always "on the firing line." They can observe the curiculum in action. If a new course of study appears in some state, before long an agent can indicate how that course of study is being received and implemented by teachers. Agents are also able to report on good practices and new developments that take place within their territories. They have an excellent opportunity to learn the needs and desires of teachers. These needs are often communicated to the editorial department where appropriate action may be taken. From this you can see that one way to get the kind of book you want is to continue to tell an agent about it.

By sending representatives to meetings of national organizations, such as the National Council for Geographic Education, book publishers are able to get a glimpse of what lies ahead. The programs of national meetings indicate what people are thinking and doing in a field. In this respect, the part of the program of this meeting which deals with "Facts, Forces, and the Future" is well named. As in the automobile industry, the "Forward Look" has come to textbooks. Have you noticed how they have become longer

and more colorful? It is especially important for publishers to look ahead because there is always a time lag between the inception of an idea for a new book and the book's actual publication.

KEEPING ABREAST OF EDUCATIONAL DEVELOPMENTS

Among the active organizations which deal more directly with curriculum problems in general are the Association for Supervision and Curriculum Development, and the National Society for the Study of Education. Many of you are familiar with the work of these organizations, but I should particularly like to call your attention to the 56th Yearbook of the National Society for the Study of Education entitled, *Social Studies in the Elementary School*. A part of the last chapter of this yearbook deals with the topic, "Why Instruction Lags Behind the Hopes of Subject Specialists." In this chapter Ralph Preston also points out "Ways in Which the Work of the Elementary-School Teacher Can Be Made More Compatible With Reality." The following statements, altho quoted out of context, serve as a brief preview of the chapter. Quote from page 310:

> "Relief from pressure comes to teachers whenever they are not expected to engage in full-fledged unit teaching at all times throughout the school year. This practice is based on the belief that one unit well taught . . . , for a beginning teacher at least, should be regarded as sufficient for an entire school year. The social studies for the remainder of the year might consist of simple textbook reading and recitation. Those who object to thus reducing the demands on a teacher may be unaware of how exhausting the first teaching years can be, of how little background some beginning teachers have for unit teaching, and the possibilities tho admittedly limited, of straight-forward textbook-recitation teaching."

Dr. Preston also points out the advantages of a teacher developing the same content from one year to another. He further indicates that there is an increasing desire for supervision in the major subject areas. Do such statements as these indicate a swing in the pendulum of educational philosophy?

The National Council of Teachers of Mathematics has been especially active in curriculum developments within its subject area. This organization presently has committees working on the curriculum on both the elementary and secondary levels. The National Council of Teachers of Mathematics has also worked in cooperation with the Mathematical Association of America. The recommendations of the joint commission of these organizations has received considerable attention both from curriculum committees and textbook publishers.

A word should be said about research in the field. Doctoral dissertations and masters theses, especially if they deal with the gradation and placement of concepts, are often the subject of study by publishers. Microfilm copies of dissertations of particular interest and value may be purchased by them.

Thus far we have been concerned with the way in which educational publishers take the curriculum into consideration. We have seen that they do this by studying courses of study, recruiting authors and editors from the field, listening to their agents and consultants, sending representatives to national meetings, reading professional periodicals and keeping abreast of educational research. In general, they keep their ear to the ground and their eye on new developments.

Why Publishers Heed Curriculum Developments

You know that in geography it is important to know the "whys" as well as the "hows." Similarly we should look for the cause-effect relationships which help to explain why publishers heed curriculum developments. To do this it is necessary to take a larger view and take particular note of two outstanding features of our society and educational system.

Free Competitive-Enterprise System

The first of these outstanding features to recognize is that in the United States we operate under a system of free competitive enterprise. What are the implications of this fact for textbook publishers and the school curriculum? It means that a guiding principle in textbook publishing is to provide what the people who select textbooks want. Success is determined by use. Certainly a book which is not used cannot be an effective book. In the history of educational publishing there have been certain books which have enjoyed a widespread use over a considerable period of time. They have undoubtedly influenced the curriculum. Such books constitute a distinct contribution to education. All publishers seek to make such a contribution.

Contrast this situation with a state-controlled autocracy. The guiding principle in an autocratic system where free enterprise does not operate is to provide what the ruling authorities determine should be inculcated. This brings about an extremely close

relationship between the textbook and the curriculum. The process of change and adaptation under such a system is extremely difficult and, as a result, an autocratic system lacks flexibility. Here success cannot be measured in terms of use, for universal use may be decreed. Can success be measured at all?

PRINCIPLE OF LOCAL AUTONOMY

The second outstanding fact which publishers face every day is that the educational system of the United States is based on the principle of local autonomy. This means that a publisher can supply some of the needs some of the time but he cannot supply all of the needs all of the time. In a system of local autonomy you may find local experimentation in curriculum construction.

A recent example is the elementary school social-studies curriculum announced by a large city last summer. The general organization of this curriculum was reported as follows:

> Third Grade: geography and history of that city and its surrounding area.
> Fourth Grade: history and geography of the state.
> Fifth Grade: United States history and geography.
> Sixth Grade: world geography, a course that deals mainly with the Americas.
> Seventh Grade: history and geography of the state.

You can see that it might be difficult for a publisher to meet the requirements for textbooks to implement all of this curriculum. While some attention has almost always been given in the curriculum to the state and local communities, in recent years there has been increased interest in these areas. Probably instructional materials for such studies are best produced on the local level. In so doing, however, it is necessary to guard against becoming too provincial.

For effective citizenship and intelligent participation in our national life, certain common understandings should be developed in all parts of the United States. This is the area of particular interest to the publisher operating on the national level. In this respect, textbooks serve as one of the unifying factors in our diverse educational system.

We have seen that a reciprocal interrelationship exists between a curriculum in geography and geography textbooks. This means that many of the problems of the curriculum builder are problems of the textbook maker. This is particularly exemplified in the problem of fusion.

Fusion

As you know, the problem of fusion of geography and history in an elementary social-studies program has created a divergence of opinion as to the role of geography within the elementary curriculum. At a conference on "The Uses of Political Geography" at Harvard University this summer, Major General John B. Medaris of the Army Ballistic Missile Agency made a cogent observation. Whether it applies to the political behavior of nations, the social behavior of individuals, or the function of geography within the social sciences, his words, "separatism is normal" bear repeating and remembering.

When it comes to fusion I am reminded of a popular song a few years back entitled, "It ain't what you do it's the way what you do it." Many early attempts at fusion were history-oriented and based on a chronological approach. This, of course, has not satisfied geographers. The resultant dichotomy of opinion concerning the social studies curriculum in the elementary schools has been reflected in various series of textbooks. Most publishers would like to end the confusion about fusion. Most geographers will insist upon the value of their subject in the education of American youth. They applaud when the Governor-General of Canada, His Excellency the Right Honorable Vincent Massey, says,

> "Everyman should be his own geographer . . . a knowledge of geography is basic to most human arts. We must all be geographers if we are to live intelligently in this world, just as we must all be historians if we are to live acceptably in society. Geography and history are universal arts. When they cease to be so, civilization decays."

Geographers also applaud when Eleanor Roosevelt calls attention in her syndicated column to the work of Professor Herbert K. Gross and when she calls attention to the fact that our high school students falter in geography. We are all familiar with the need for more and better instruction in geography. Individually and collectively we should do something about it.

Textbook and Curriculum Reflect the Political, Economic, and Social Environment

We have seen that educational publishers take the curriculum into consideration because they operate under a free-enterprise system in which they must respond to expressed needs. Curriculum problems become textbook problems because of the reciprocal interrelationship between the two. Finally, the point should be

made that neither a curriculum nor a textbook is made in a vacuum. Each is a reflection of the political, economic, and social environment of its time.

Publishers are most aware of this when complaints, tirades, and threatened censorship are directed toward a textbook. Dr. Grant H. Brown, the main speaker at a session of the American Textbook Publishers Institute this spring, gave excellent examples of this. As reported in *Publishers' Weekly*,

". . . Dr. Brown recalled a newspaper editor who charged a textbook publisher with being pro-Communist because he permitted inclusion in one of his books of an allegedly pro-Russian statement; that the reindeer herd in Siberia is increasing.

A textbook description of a dust storm in a western state brought a protest from that state's Chamber of Commerce, which asked that a description of all the state's natural beauties be substituted for the dust storm passage—ever tho these natural beauties had little to do with the subject of the chapter, which was soil erosion. When the textbook editor protested that he had lived in that state and actually had seen the dust storm which was described in the book, the boosters replied, "That makes you an even greater traitor."

To interpret the present environment and to determine, insofar as possible, the direction in which we are moving, is a major problem of teachers and editors. If we go back to Jedidiah Morse we see that he too had difficulty keeping abreast of events when he wrote about Missouri,

"An act to erect this territory into a state was before Congress in February, 1819; and it is expected this will pass at the next session."

With earth satellites passing overhead we are only too well aware of the fact that we are living in a changing world. This requires changing curriculums and changing textbooks. But as Kenworthy points out on page 23 in his book, *Introducing Children to the World*,

"In the final analysis curriculum changes are caried out by classroom teachers . . . The teacher always remains the keystone in the educational arch."

INDEX to the JOURNAL OF GEOGRAPHY

Type is now being set on the INDEX to the Journal of Geography (1922-1956). This INDEX will make a book of approximately 270 pages. It is proposed that the hard back copies of this publication sell for $5.00 each and that paper back copies be sold to non-members for $4.00 each. Members of the organization can purchase the INDEX for $3.00 per copy, or at only a little above the cost of publication. It would be appreciated if you will notify the Secretary should you not consider the above rates satisfactory.

HOW TEXTBOOKS INFLUENCE THE CURRICULUM IN GEOGRAPHY

RAYMOND H. ROBERTS
State Department of Education
Jefferson City, Missouri

Background Information

The influence of textbooks on curriculum in any subject cannot be discussed intelligently without first discussing briefly current and past trends in curriculum. Current trends in curriculum may be defined thru the use of such terms as fusion, correlation, integration, and flexibility. Previous trends employed such terms as formality, separate subjects, specification of content, memorization and rigid requirements. A review of studies in curriculum development and textbook organization of content would reveal that the controversies regarding the organization of content fall into three dualities as follows:

1. Integration and fusion of subjects and fields versus the separate-subject approach.
2. Functionalization of content versus teaching facts, data, dates and so-termed essentials.
3. Flexibility versus formal specification of content.

I would assume from the statement made by the Commission on Geography in Elementary and Secondary Schools in the 1956 Report, that, if you are a modern geographer, you believe more in integration and fusion than in the separate-subject approach. I quote in part from the report:

> Modern geographers favour and encourage a close correlation between all school subjects. Their subject is, in fact, essentially correlative because its chief aim is to show how man's life and work are closely related to the physical conditions associated with particular places. They do not favour the separation of physical geography from human geography. On the other hand they do not favour the fusion of geography with other subjects so that its identity and point of view are lost.[1]

On the other hand, if you are a traditionalist or a "cape-and-bay" type of geographer, such a statement may be considered traitorously. This ambivalence is the crux of most of the situations faced today by educators and publishers in the organization of curriculum guides and textbooks in this field. It is evident that there are many related facets of our topic for discussion which cannot be extended

[1] *Report of the Commission on the Teaching of Geography in Schools*, XVIIIth International Geographical Congress, Rio De Janeiro, August 9-18, 1956. Reprinted by permission by Denoyer-Geppert Co., Chicago.

or fully clarified here because of the time element. Nevertheless, we must keep these related factors in mind as we discuss the role of the textbook and its effect on geographic education.

One dark and stormy night I discovered that I was lost in the heart of the Ozark hills. I finally came to a one-pump, log-cabin filling station. The operator was a typical old time Ozarkian. I made an inquiry which went something like this: "I am trying to get to Rat, Missouri. From directions given me I believe I turned right when I should have turned left at the crossroads a mile or so back. Do you know which way I should have turned to get to Rat?"

The old man stared away in thought but finally said, "Son, it all depends on which way ye be comin' from when you come to that crossroad—now if ye'd be comin' from the north, ye'd turned right, comin' from the south ye'd turned left to get to Rat."

This personal experience may help us understand the differences in the point of view represented here today, the analogy being it all depends on which way ye be comin' from. If you believe in the separate-subject approach, etc., then you will turn one way; if you believe in integration-fusion, then you will turn the opposite. Regardless of which way we turn, we all have an investment and interest in this problem. It is true that the publishers have more of a tangible investment but I hope this form of materialism will not affect their reasoning and tempers to the extent that we can't all remain friends after this session. Otherwise, the drinks are on me after the meeting and we'll all cry in our coffee.

CONFLICTING IDEOLOGY

Speaking frankly about the role of the textbook, we have been in a vicious cycle for many years and working at cross purposes. In this cycle you have the textbook publisher, the geographer who is an educationist, the school administrator who is an educator, the educational researcher and the curriculum planner who are also educators. You don't have to be crazy to be a curriculum director, but it helps. Sometimes I think everyone is a bit balmy but thee and me, and sometimes I think thee art a little bit off.

Who sets the pattern? What criteria for selecting content do we all follow? Are we not all too certain that we are right? What constitutes a trend in organization of content that a publisher could follow with some assurance of recouping at least his capital outlay? If all or one half of the curriculum directors in the nation

were somewhat in agreement, would the publisher and the geographer turn and follow the trend? How much longer can we continue to work at cross purposes? If we could agree on the answers to these questions, the role of the textbook in any subject could be clarified without much difficulty.

The conventional geographer, "cape-and-bay" variety, reacts as an educationist and considers education research too often as "eyewash." In most cases the publisher follows the conventional geographers because it was good business in the past. On the other hand, the modern geographers favor and support a close correlation between all subjects but they are not authors of many texts. Modern geographers believe the subject is essentially correlative because its chief aim is to show how man's life and man's work are closely related to his physical environ—peoples and places. They do not favor the separation of the physical and the human phases of geography. They believe in the Fairgrieve definition of the function of geography.[2]

"The function of geography in school is to train future citizens to imagine accurately the conditions of the great world stage so that they may think sensibly about political and social problems in the world."

The conventionalist calls this method of presenting geographic concepts factless, speaks of trite platitudes and vague generalities, and continues, even today, to promote geography as a compilation of heterogeneous, unrelated facts about the various countries of the world.

It may be logical to believe that the affect of the textbook on geographic education is largely determined by the point of view of the authors of geography texts. Where do publishers get their research? To whom in the cycle do they turn for advice? Some publishers claim to be interactive and state that they find out thru status studies the kind of books the teachers and administrators want, and publish them. Then the teachers want a workbook to tell them what to do about what they wanted. The curriculum maker usually follows the educational researcher and not textbooks, altho he will readily admit the importance of books and material in implementing the curriculum. I hope it is more evident to you now that a vicious cycle does exist and that no one member of that cycle has the key to unlock the chain that binds us.

[2] James Fairgrieve, *Geography in School*, University of London Press, 1930, p. 18.

STATUS STUDY OF GEOGRAPHY TEXTBOOKS

Soon after accepting this invitation, I began a status study of geography textbooks. I examined the publications of thirteen publishing companies. My criteria for the study of these texts included such items as organization of content, provisions made for showing meaningful associations of people and places, meaningful illustrations, suggested methods of presentation, vocabulary, grade placement of concepts, etc. Based on this criteria, I classified the thirteen series as follows:

Five series were found to be traditionally organized, tradition in this case meaning that the books abounded in lists of cities, rivers, bays, lakes, mountains, exports, imports, etc. with apparent disregard for correlations and meaningful associations. The role of this type of textbook is obvious—dull, deductive verbalism with drill and memorization. This type provided the facts and also what to think about the facts. Stereotyping of people occurred too frequently.

Three series were organized in keeping with the modern concepts of geography and provided meaningful learning experiences. The vocabulary was more in keeping with good readability principles. The illustrations complemented the content presented on the page. The role of this type of textbook is obviously adaptable to thinking, understanding, and meaningful associations, and provides for concrete rather than abstract instruction.

I classified the remaining five series as a combination of the two. In other words, these series represented an honest attempt to adjust to the modern trends in geography but were influenced to a greater degree by the early twentieth century point of view. I am uncertain about the effects of this type of book, but at least it reflects the efforts of the educationist to complement the educator.

I concluded from this study and other observations and studies: 1) that the organization of content could affect geographic learning in a large degree because textbooks constitute the main source of information to which most teachers are enslaved; 2) that the organization of textbooks could affect the teaching method and ultimately the improvement of instruction; 3) that geography cannot be learned from textbooks alone; 4) that there has been a concerted effort on the part of publishers to improve textbooks, but in the main they leave much to be desired if they are to aid geography in

assuming its rightful place in the total school curriculum; 5) that the way teachers use textbooks affects the curriculum; 6) that most text books are "farfetched" in concepts and vocabulary and not in keeping with the principles of the learning process and grade placement; 7) that only a few reflect social and economic changes in keeping with our present-day society and cultures; 8) that our past history of presenting geography in a dissected manner—presenting unrelated facts with apparent disregard for the principles of learning, could be the reason for three generations of people who today are not competent in geographic concepts.

It is rather certain to assume that the controversies between the three dualities mentioned earlier will continue to rage, but regardless of this the use of commercially prepared textbooks will remain one of the main sources of information in the educative process. In reality it becomes a matter of choice of selecting the book to do the job the individual teacher or faculty feels should be accomplished.

Regardless of the vicious cycle in which we are embroiled, the total process is becoming more interactive. Changes in practice brought on by educators have affected textbooks and *vice versa*. In either case we are all propelled by the same motive—to keep youth abreast of changing social conditions which are largely brought about by the geographic location of peoples.

It might be agreed that textbooks and curricula alike have vastly improved since World War I, but the types and organization vary widely. Therefore, each school of thought must decide, "What purpose is the book to serve and how is it to be used?"

Subject of Geography in Transition

In recent years the organization of textbooks in geography has been influenced to some degree by the social studies movement in both the elementary and secondary schools. The correlated or fused type of organization is evolving slowly. Exploration for more suitable units and proper grade placements will continue. The separate-subject approach to geography, figuratively speaking, may be said to be "lying in state" at the elementary level and "on its death bed" at the secondary level. It appears that the advocates of unification are slowly but surely making headway. Some publishers now have the choice of attending a wake or attending a pep rally.

This point of view is further validated by a rather recent study by Dr. Mary Campbell of Illinois State Normal, regarding the five

different ways of organizing geographic content. The study reveals that the fused, integrated program is more prevalent than any other plan in the lower grades. However, in the intermediate grades less than one-half the schools sampled reported the fused plan, the correlative plan of presenting the subject being the most often used in the upper grades. Nevertheless, the fused program in all grades is in a reasonably strong position. Altho the fused plan is still in the minority from the standpoint of all grades sampled in the study, the other modified plans show a definite trend away from the separate-subject approach.

Attempts at change always evoke resistance to change. Resistance to change is like a fever. It is not undesirable but rather an indicator of an underlying cause. Resistance to change is a feverous attempt to maintain a previous equilibrium or *status quo,* but as the fever subsides or goes higher, its forces may be mobilized toward a new equilibrium. I believe now is the time for such a group as this to be objective and give attention to the underlying causes of resistance to change in geographic education by the publishers, geographers, and educators alike.

SUMMATION

In summation, regardless of the purpose for which the book is to be used the way a book is organized has a definite effect in the achievement of geographic concepts by pupils. If geography as a subject is to find its rightful place in the total school program, educators and publishers alike should support the type of organization which emphasizes recent trends, meaningful associations, cause and effect, rather than narrative, descriptive materials, presented in a dissected, isolated manner, which leads to verbalizing by the teacher and memorization of unrelated facts by the pupils. The *1955 Yearbook of the National Council for the Social Studies* suggests the following criteria for selection of instructional materials in this area of which geography is a part. The items listed in this criteria are as follows:

1. Does the material meet a need that is significant to the group?
2. Will this material contribute rich meanings and increase insight into important social science concepts?
3. Does it bear a direct relationship to other materials?
4. Will it help to develop concepts accurately?
5. Will it promote critical thinking, cooperative planning, and group problem-solving (with emphasis on application of principles)?

The basic difficulty is not with the subject of geography but the way the subject is taught and the antiquated organization of textbooks. Regardless of which way ye be comin' from, the words of a sage of the past are fitting. "It is not incumbent on you to complete the work; neither are you free to desist from it altogether."

This quotation seems to be a fitting conclusion but I cannot close without saying to you, as Kenworthy[3] states in his recent book entilted "Introducing Children to the World," that we are a world of two and a half billion neighbors with many ways of living, many societies, many religions, many forms of government, and many conflicting ideologies which make our day a time of crisis. The solution seems almost insurmountable. The little that any one group can do may seem trivial, but we cannot desist from it because world-mindedness may seem a dangerous frontier to explore. In the words of Charles Kettering, and I quote, "The past is gone and static. Nothing we can do will change it. The future is before us and dynamic. Everything we do will affect it." I repeat, it is not incumbent on us to complete the task; neither are we free to desist from it altogether, because of differences in philosophy or purely because of vested interests. When all is said and done, the basis of improving any part of the present-day curriculum is to develop mutual understanding among all people concerned by associating differences with friendliness and responsibility for the sake of the children. The greatest need in this phase of the curriculum—geographic education—is the need for a defensible theory of learning based not wholly on content but more on behavioral changes of pupils. The longer this need is neglected the greater the risk of endangering not only interpersonal relations but interstate and international relations as well.

Madam President, I thank you for inviting me to appear before such an astute group, and the group for their kind attention.

[3] Leonard S. Kenworthy, *Introducing Children to the World*, Harper & Brothers Publishers, New York, 1956.

Professional Papers No. 16 and No. 17

Professional Papers No. 16 by Dr. Shaw and No. 17 by Dr. Bacon are now available for distribution. If you know of persons you think should receive copies of this paper, please write to the Secretary, Dr. John W. Morris, Department of Geography, University of Oklahoma, Norman, Oklahoma.

OBSERVATION CONSERVATION

PEGGY STAPLETON
Hoover Elementary School, Yakima, Washington

"Now that we're Smokey Bear Junior Forest Rangers, we sort of have a responsibility, don't we?" This exclamation came from a fifth grader after he'd taken his forest ranger pledge with his classmates.

The "responsibility" he'd mentioned was this: Our class had studied conservation of our natural resources in order to become part of Smokey's group, and he felt we should share this valuable information with others.

We discussed ways that this might be carried out. From many suggestions the group decided an assembly would best suit our purpose; so an assembly grew. Committees were formed to plan a presentation of the conservation of water, soil, minerals, wildlife and forests.

Background scenery was a large picture of Smokey pinned to the stage curtains with slogans that the class wrote as tho Smokey were saying them. One of the boys prepared this one:

"BEAR THIS IN MIND—PREVENT FIRES!"

The wildlife committee showed game in Washington State by use of a felt map and flannel figures. They used the opaque projector to make their state map according to scale. Animals were cut from dark flannel and placed on the map by three boys, as the group speaker explained important facts about each type of game. They also pointed out why conservation of our wildlife is so important and the necessity for game laws and game protectors.

The group telling about soil conservation introduced the film, "The Golden Secret," showed the film and then reviewed the most important facts by asking questions to three "planted" participants in the audience.

"Water Viewpoints" was the title of a panel discussion by the water conservation group. The moderator and panel members had quick answers and questions while they were pretending they were on a timed TV program.

The mineral committee had a science professor and a class taking a field trip. They found several interesting rocks along the way and then returned to their classroom, where the discussion takes

them into minerals of the state and why our limited supply must be conserved.

A skit by those working on forest conservation showed two boys starting to build a dangerous fire. Two Junior Forest Rangers found them and told about our forests. Then "Smokey" walked in (dressed in his papier-mache mask) and explained his forest conservation program to everyone. The assembly closed with the entire

Fig. 1

room coming on stage to take the Junior Forest Ranger Pledge and to sing "Smokey, the Bear."

And so the class members accepted and carried out their responsibility—and are still doing so for they're "conservation conscious." We've found that our study of the United States is directly connected with conservation practices; we meet some phase of it in our work every day.

How did this consciousness begin? I had these letters on a bulletin board in the room (Fig. 1).

Below the bulletin board were these hints:

1. I mean the wise use of things.
2. Forests and wildlife depend upon me.
3. I prevent waste and loss.
4. I need your help.

Before long it was discovered that the word was "conservation." Then we looked in a few books to find out just enough about the word to arouse more interest. We developed this chart in group discussions.

WE WONDER. . .

What is conservation?
What does it do for us?
Where is conservation used?
How important is it?
Can we help with conservation?

Then we suggested places to search for information.

WE SEARCH . . .

In textbooks	In reference books
Ask people who know	See films and film-strips
Look at displays	Read newspapers and magazines
Take field trips	

We began the search for information. It wasn't long before we discovered thru reading and discussion that conservation means the wise use of our natural resources. (The term "natural resources" presented a study in itself before we could continue our work in an understanding way.) The class decided that since there were so many ways in which we use conservation, we might be able to find out more by dividing the subject into certain topics. If each of us studied the part of conservation we were most interested in and then shared our information, we would all learn more. They chose their topics from a list suggested by the class.

The children began to find pictures in magazines and articles in the newspapers to go with their reading at school. They wanted to keep these clippings together along with reports and facts they were recording in their reading. Booklets seemed to be the ideal thing.

This subject of conservation certainly needs no interest build-up and I was thankful for all the materials I learned about at the CWCE Conservation Workshop at Rustic Inn. Folders were marked "Forests," "Water," "Soil," and "Minerals" and so forth. The materials I'd collected there plus others that were made available by sending a request, amply supplied these folders with reading to challenge the very slowest along with the best readers.

We made a final chart titled "We Found Out" but we had no where near enough room to put all our information. These four statements were the most important to the class:

"Conservation means not only the saving of our natural resources but to use them wisely."

"Conservation protects and builds our supply of soil, water, forests, minerals and wildlife."

"Conservation is practiced by wise grown-ups and children."

"It is so important that our lives depend upon it. We need our natural resources today; we will need them tomorrow; we will need them every year; we must conserve."

We had just taken part in the polio vaccination and were talking about epidemics and diseases. "Sometimes epidemics can be good," said one of the girls. "An epidemic of polio is terrible but if we

could start an epidemic of conservation, we wouldn't even try to vaccinate anybody against it."

I was thankful that I had received the "booster shot" at the workshop so this unit, which is apparently going to spread thruout the year, might survive.

"FIRES START OR STOP BECAUSE OF US. LET'S BE RESPONSIBLE FOR STOPPING THEM BEFORE THEY START!"

Each child wrote a statement independently expressing his feelings about conservation. The film strip projector was used to focus a sharp profile of each child. Profiles were mounted on 18 × 24 tag board; then each wrote his statement to show what he had said. What an incentive this was to make an important statement!

"CONSERVING OUR NATURAL RESOURCES IS LIKE PUTTING MONEY IN THE BANK; WE'LL HAVE THEM WHEN WE NEED THEM"

Materials and Information

Where to Send for Pamphlets, Booklets, Information

American Forest Products Industries, Inc., 1816 North 18th Street, N.W., Washington 6, D. C. (sends a bibliography of forest industry educational materials)

The American Tree Association, 1214 Sixteenth Street, N.W., Washington 6, D.C. (sends the book "Gabby and the Forest Fires")

Social Studies for Children, Association for Childhood Education International, 1200 15th Stret, N.W., Washington 5, D.C.

International Paper Company, Southern Kraft Division, Mobile, Alabama (pamphlet, story-like, "Who Lives on the Forest Farm?")

Singer Science News, The L. W. Singer Company, Inc., 249-259 West Erie Boulevard, Syracuse 2, New York

Smokey Bear Headquarters, Washington 25, D.C. (sends "Smokey Bear Junior Forest Ranger Kits" to everyone in class)

Soil Conservation Service, 301 Hutton Building, Spokane 4, Washington ("Teachers' Bibliography on Publications, Charts, Slides and Motion Pictures to Present Soil Conservation in Washington")

U.S. Department of Agriculture, Forest Service, Washington 25, D.C. (materials for class use and a pamphlet titled, "Materials to Help Teach Forest Conservation")

U.S. Department of Agriculture, Soil Conservation Service, Washinton 25, D.C. (List of "Books, Booklets, and Bulletins on Soil and Water Conservation")

Department of Public Information, Weyerhaeuser Timber Company, Tacoma, Washington ("Visual Aid Photo Packet")

Washington State Department of Fisheries, Olympia, Washington

Washington State Department of Game, 509 Fairview Avenue North, Seattle 9, Washington

West Coast Lumberman's Association, 1410 S.W. Morrison Street, Portland 5, Oregon (teaching materials and book "The Happy Little Handsaw")

FILMS AND FILMSTRIPS

"The Golden Secret" (Soil Conservation), U.S. Department of Agriculture, Soil Conservation Service, Room 301 Hutton Building, Spokane 4, Washington (interesting for all elementary grades . . . story form presentation of soil conservation in color)

"Water, Fountain of Life" "Washington, the Evergreen State" contact nearest Standard Oil Company of California representative or Standard Oil Company of California, Room 2156, 225 Bush Street, San Francisco 20, California

Many listings are found in the "Washington Film Library Association Collection" from Central Washington College of Education, University of Washington or the State College of Washington. Film strips include: Nature Cooperates with Man; Human Resources; Water Resources; Wildlife Resources; Mineral Resources; Forest Resources; The Field Day Man Cooperate with Nature; Soil Resources.

Curriculm Films, Inc., 10 East 40th Street, New York 16, New York.

PUPIL REFERENCES

An Otter's Story, E. A. Liers, The Viking Press, Inc., New York

Big Tree, Mary and Conrad Buff, Viking Press, Inc., New York

Chisel-Tooth, the Beaver, J. W. Lippincott, J. B. Lippincott Company, Philadelphia

Dash and Dart, Mary and Conrad Buff, The Viking Press, Inc., New York

Duff, the Story of a Bear, William M. Rush, Longmans, Green and Company, New York

Flat Tail, Gall and Crew, Oxford University Press, New York

Horns and Antlers, Wilfred S. Bronson, Harcourt, Brace and Company, New York

How and Why Discoveries, Frasier, MacCracken, Decker and McNaughton, Singer Company, Syracuse, New York

Lookout for the Forest, Glenn Blough, McGraw Hill Book Company, New York

New Ideas in Science, Craig and Hyde, Ginn and Company, Chicago

Trouble at Beaver Dam, Florence M. Tchaika, Juliam Messner, Inc., New York

Water, Water Everywhere, Mary Walsh, Abingdon-Cokesbury Press, New York

The Earth, A Great Storehouse, Bertha M. Parker, Row, Peterson and Company

Waiting in the Wilderness, Enos Mills, Houghton Mifflin Company, Boston

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GEOGRAPHY BASEBALL GAME

EDITH M. STRYKER
Evanston, Illinois

During my 40 years of teaching social studies, my classes played a game called geography baseball. It had great appeal, so much, in fact, that former students visiting the school as adults frequently mentioned the fun and value of the game. Nor has it been uncommon for high school students to come back to challenge the eighth graders to a game. Geography baseball is still popular at Joseph Sears School in Kenilworth, Illinois.

Its popularity, however, is not its chief asset. It stimulates interest in maps and places, and associates the location of places with important and interesting facts learned about them thru the study of current events, history, and geography, or from other sources. Pupils are alert to gather information which may be used for extra bases. Attentiveness and retention are promoted, since, in a game at a later time, other pupils may use those same facts.

The game is played in the following manner. Captains choose their teams, using every member of the class. Three bases are designated. World maps, along with those of countries and continents, hang on the wall. A pupil may use any map he prefers. A list of places and areas will have been compiled from current events, history, geography, social studies library books, etc. This list remains a more or less permanent one for the year, with additions from time to time.

The teacher acts as pitcher, naming the place to be located by pointing it out. The pupils come "up to bat" in the order of their seating. One of the students, if he wishes and has become proficient in knowing the locations, may act as pitcher. However, the pupils usually prefer to get up to bat.

As a place is named, the player up to bat points to it on the map; if correct, he goes to first base. If he can tell something about the place which he has just located, he may take a second base. If he can give significant information about a place previously named, he may go to third base; and in the same manner he may make a home run.

Outs are made by failures to point out places named by the pitcher. After three outs, that side is retired and the other team comes up.

In my classes, one period each week was given over to geography baseball. Scores were kept from week to week. However, when the classes desired, they rechose teams.

It is obvious that there may be variations in the procedure. Boys and girls themselves often make suggestions. The active interest during a game and the eagerness with which pupils seek to add to the list of places and to their fund of information about them are convincing evidence in favor of geography baseball.

NATIONAL COUNCIL AT WORK

A detailed program of the Forty-fourth Annual Meeting of the National Council for Geographic Education to be held at the Hotel Statler, New York City, November 28-29, 1958, will be published in the September issue of the JOURNAL. As this issue goes to press the following eminent geographers have consented to present papers: Dr. Samuel Van Valdenberg of Clark University, Dr. George Cressey of Syracuse University, Dr. Chauncy Harris of the University of Chicago, Dr. Neville Scarfe of the University of British Columbia, Dr. Shannon McCune of the University of Massachusetts, Dr. William Hance of Columbia University, and Dr. Clyde F. Kohn of Northwestern University. These authorities will discuss geographic problems of Europe, Southwestern Asia, USSR, Africa, Korea, and United States. Dr. Paul Siple, who has recently returned from antarctica, will be with us if his schedule permits. Many other prominent geographers will participate on the program.

The meeting will also feature sectional meetings dealing with Programs of Geographic Education (Content, Concepts, and Values) at all grade levels. At this time, when the educational curricula on all levels are subject to re-examination and re-evaluation by both government and school authorities we need to take a look at our programs with the view of strengthening courses in geography.

LOCAL ARRANGEMENTS COMMITTEE

Dr. H. Phillip Bacon, Teachers College, Columbia University, is serving as chairman of local arrangements for the 1958 Annual Meeting. A number of interesting field trips are being planned for Thursday, November 27, and Saturday, November 29. Mrs. Dorothy W. Furman, Board of Education of the City of New York, Bureau of Curriculum Research, New York, is assisting Dr. Bacon with the local arrangements.

Dr. Robert B. McNee, at the City College of New York, will serve as chairman of the field trip committee. He is working with geographers at several other of the Metropolitan area Colleges to give us a good Thursday field session.

Dr. Daniel Jacobson, State Teachers College, New Jersey, will serve as chairman of registration.

Glenn V. Stephenson, Teachers College, Columbia University, will have charge of publicity.

Would you be interested in a program of school visitation on Tuesday or Wednesday before the National Meeting begins? If you are interested, will you please notify Dr. Phillip Bacon, Teachers College, Columbia University, New York City, New York.

MARY VIOLA PHILLIPS
President

REVIEWS

Oklahoma, A Guide to the Sooner State. Compiled by Kent Ruth and the staff of The University of Oklahoma Press, University of Oklahoma Press, Norman, Oklahoma, 1957. 532 pp. $5.95.

Kent Ruth along with 16 contributors, who range across a wide spectrum of academic disciplines, have produced a volume on Oklahoma which should prove of interest to the scholar as well as the lay reader. A wide range of materials are treated encompassing such diverse fields as anthropology, art, folklore, geography, industry and labor, transportation, and history and culture among others.

Oklahoma's industrial achievements and possibilities are assessed in factual relationship to its geographical position in the heart of the Southwest and to its vast sources of power and its still untapped reserves of mineral wealth, water, and manpower. The cities and tours sections, compiled and edited by Kent Ruth, provide the reader with an intimate look at Oklahoma's "high-roads" and "by-roads."

The book is well illustrated with carefully chosen, excellently reproduced photographs and simple uncluttered maps. A book which should appear on the library shelves at an instiution of higher education and in the personal library of anyone interested in the Southwest.

ARTHUR H. DOERR

University of Oklahoma

Virginia Creed. **Life in Europe: France.** The Fideler Company, Grand Rapids, Michigan, 1956. A supplementary geography text book on France, one of a ten-book series entitled *Life In Europe*. 160 pages with illustrations, glossary, and index. $3.28.

It is a 160 page book divided into eighteen short chapters covering such geographic topics as the land, climate, people, occupations, resources, industries and transportation. Chapters of a social studies nature deal with history, government, recreation, education, and customs.

The book also includes over one-hundred large black and white photographs and fifteen maps interspersed in the explanatory textual material.

There is also an index and a glossary with pronunciation helps and definitions keyed to proper names and difficult geographical terms appearing in the text and picture captions.

The book is organized for teaching on the basis of three levels of pupil reading ability with the suggestion that the black and white photographs be used for the slow pupils, that the next reading level study the pictures and captions and that the brightest pupils read the textual materials in connection with the illustrations and their captions.

Each chapter has a four item, *Do You Know*, essay type check-up test.

With the exception of a few words (massif, infertile, precipitation, barbarous) and the necessary use of French proper nouns and geographical terms the text is simply and interestingly written at about the fifth to seventh grade level, grades in which ordinarily it would be used. The occasional use of varied sentence structure including inverted order improves the style but may give pupils accustomed to "text book style" books some difficulty.

The photographs which make up over fifty percent of the book are clear, well spaced, relevant for the most part to the text and generally tend to portray the more favorable and pleasant (tourist) aspects of French life, past and present. Perhaps for young children this is as it should be, although it is believed that the havoc wrought by two recent world wars and the present state of affairs in France could provide more illustrations portraying the less favorable aspects of life there.

The unique teaching plan, appropriate reading level, interesting style and the treatment of the customary geographic topics by photographs, captions and textual comment should give the busy geography or social studies teacher a welcome help, particularly when one realizes that she is lucky if her present basis geography text contains as much as 20 pages of material on France.

CLEMENT HOLLAND

Saint Louis University

G. Etzel Pearcy and Associates. **World Political Geography.** Thomas Y. Crowell & Company, New York, 1957, pp. 734.

This is a new edition, revised and rewritten, of a work that has long been a standard text in Political Geography. A number of changes have been made and some new authors introduced. This has resulted in a levelling up of the quality of the various divisions of the book.

The approach is regional, but the regional chapters are prefaced by five which purport to define the "primary concepts" upon which the former are based. These chapters seem to be the least satisfactory, because there is no clear definition of the terms employed. The "State" and the "Nation" should surely be primary concepts; the former is defined inadequately and the latter not at all. One should not expect a clear exposition of the nature of Political Geography to emerge from basic concepts as muddy as those presented here. Nevertheless, the regional chapters present a satisfactory survey of political-geographical problems of the World today.

Among the creators of political geography pride of place is unfortunately still given to the geopoliticians. The tedious arguments of Mackinder are repeated, tho they have long since lost the little cogency they may once have had. Much historical evidence is cited, but it is too rarely supported by any kind of historical thinking. Those geographical features which were important in earlier times were not necessarily those which influence political action today. Too many of the contributors impute to earlier ages the geographical knowldge and the geopolitical views they possess themselves. If, as the authors state, one of their tasks is the "analysis of politically organized area," they need to recognize that such areas were often shaped politically under conditions of life and thought radically different from our own. Political-Geography is not something which is implicit in the modern map.

NORMAN J. G. POUNDS

Indiana University

J. Paul Goode; Edward B. Espenshade, Jr. (ed.). **Goode's World Atlas,** 10th edition. Rand, McNally and Company, Chicago, 1957, xvi and 272 pages including 160 pages of maps.

Goode's School Atlas, widely known and respected during its 35 years of publication, now bears this new and probably more appropriate title. Altho some maps have been improved and brought up-to-date, the size and contents of the atlas remain fundamentally the same.

The first 64 pages, which contain statistical maps of economic and physical factors, plus a few city plans, are certainly *the* major contribution of this atlas. No other atlas, American or foreign, of comparable price offers such an excellent specialized view of the world. These maps are well designed and carefully drafted, and their application of color is excellent. The statistical material on the first 48 pages has been revised in this edition.

Unfortunately, no such compliments can be applied to the remaining 96 pages—the regional section of small scale physical-political maps. These are the same unimaginative, harshly colored sheets which, with minor revisions, have appeared in previous editions of the atlas. Certainly, they are inferior to the regional collections in many other English language atlases. In his preface, Dr. Espenshade notes that the conversion of this regional section "to the new printing process will be completed in the near future." While this will help the maps considerably, they really should be completely redesigned, recompiled, and redrafted. Since the maps were drawn originally, there have been

many changes in boundaries, railroads, political names, and other features. Some of these have been indicated satisfactorily by revisions of the existing plates, but others are not shown at all or are shown very poorly. For example, on the map of the Indian subcontinent (P. 141): 1. The West Pakistan-India boundary (obviously a correction of the original red color plate) is lost in the mountains of the northwest; 2. The reorganization of the Indian states in 1956 dissolved Hyderabad, created Kerala; yet, the map shows Hyderbad, does not show Kerala; 3. The French colonies of Pondicherry and Karikal were absorbed by India in 1954; yet, international boundaries still are drawn around them. In Africa, the present edition has removed the red line along the boundaries between Southern Rhodesia, Northern Rhodesia, and Nyasaland (pp. 130, 134), yet, it fails to label the area as the "Federation of Rhodesia and Nyasaland"; Somalia is still carried as "Italian Somaliland," Ghana as the "Gold Coast." No East Germany-West Germany boundary is shown on p. 115, altho it is carried as a highly generalized red line on some of the other European maps. Similar such minor, but nevertheless important, errors or omissions are evident thruout the regional maps and collectively call for a complete redrawing. Many of the inset maps could be improved also: For example, it would seem far more significant to know the distribution of population in France (not shown) than to know whether the people drink cider or champagne (shown on p. 123).

The atlas contains an excellent pronouncing index of over 30,000 geographical names—107 pages. The continues to give locations in latitude and longitude, far more valuable to student training than the various letter-number map reference systems adopted by so many other current atlases.

Robert C. Kingsbury

Indiana University

GEOGRAPHICAL MATERIALS RECEIVED

Stanley A. Arbingast, Lorrin G. Kennamer, and Roberta B. Steele. **Texas Resources and Industries: Selected Maps of Distribution.** Bureau of Business Research, The University of Texas, Austin, Texas. 1958. vi and 67 pages of maps. $1.00.

Henry M. Kendall, Robert M. Glendinning, and Clifford H. MacFadden. **Introduction to Geography**—Second Edition. Harcourt, Brace and Company, 750 Third Avenue, New York 17, New York. 1958. xv and 684 pages with maps, illustrations, appendices, index of geographical terms, and index. $7.50.

George F. Deasy, Phyllis R. Griess, E. Willard Miller, and Earl C. Case. **The World's Nations: An Economic and Regional Geography.** J. B. Lippincott Company, 333 West Lake Street, Chicago 6, Illinois. 1958. xxix and 962 pages with maps, illustrations, and index. $8.00.

The Vanishing Prairie. (Filmstrip) Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. 1958. $5.00.

The Geography of South Africa—Strip 1, The South West. (Filmstrip) Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. 1958. $5.00.

Sweden. (Filmstrip) Educational Productions Ltd., East Ardsley, Wakefield, Yorkshire. 1958. $5.00.

Journal of Geography (Microfilm) Volume 55, January-December 1956. University Microfilms, Ann Arbor, Michigan. $2.00.

Otis Freeman and Rolland H. Upton. **Washington State Resources.** The Washington State Resources Committee, Seattle, Washington. 1957. ix and 210 pages with illustrations, graphs, maps, and index. $3.00.

Irma Simonton Black and Jane Castle. **Busy Water.** Holiday House, 8 West 13th Street, New York 11, New York. 1958. Prose with pictures. $2.50.

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GEOGRAPHICAL MATERIALS RECEIVED

Harold Gatty. **Nature Is Your Guide.** E. P. Dutton & Company, 300 Fourth Avenue, New York 10, New York. 1958. 287 pages with illustrations, selective bibliography, sun tables, and index. $4.95.

William P. Cumming. **The Southeast in Early Maps.** Princeton University Press, Princeton, New Jersey. 1958. ix and 275 pages with maps, appendix, list of maps, and index. $12.50.

Prudence Cutright and Loyal Durand, Jr. **Living Together as American Neighbors.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. ix and 406 pages with maps, illustrations, reference tables, word list, and index. $4.08.

Ralph C. Preston. **Teaching Social Studies in the Elementary Schools.** Rinehart & Company, Inc., 232 Madison Avenue, New York 16, New York. 1958. xviii and 382 pages with illustrations, appendix, and index. $5.00.

Sidney Rosen. **Galileo and The Magic Numbers.** Little, Brown & Company, 34 Beacon Street, Boston 6, Massachusetts. 1958. 212 pages with index. $3.50.

Henry W. Bragdon and Samuel P. McCutchen. **History of a Free People.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. xiii and 735 pages with illustrations, appendix, and index. $5.32.

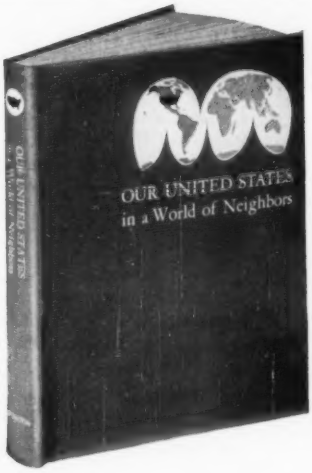
Prudence Cutright, Allen Y. King, Ida Dennis, and Florence Potter. **Living Together in the United States.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. ix and 421 pages with illustrations, maps, reference tables, word list, and index. $4.00.

Prudence Cutright, General Editor. **Living Together Today and Yesterday.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. ix and 278 pages with illustrations and word list. $2.88.

Announcing...

Our United States In a World of Neighbors

by Norman Carls,
Frank Sorenson
and Margery Howarth



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GEOGRAPHICAL MATERIALS RECEIVED

Prudence Cutright, Walter Lefferts, Harry H. Shapiro, and Israel Soifer. **Living Together in the Old World.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. ix and 478 pages with maps, illustrations, reference tables, word list, and index. $4.20.

Prudence Cutright and Mae Knight Clark. **Living Together Around the World.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. vii and 296 pages with maps, illustrations, word list, and index. $3.12.

Prudence Cutright, Allen Y. King, Ida Dennis and Florence Potter. **Living Together in the Americas.** The Macmillan Company, 60 Fifth Avenue, New York 11, New York. 1958. ix and 502 pages with maps, illustrations, reference tables, word list, and index. $4.20.

M. Y. Nuttonson. **Barley-Climate Relationships and the Use of Phenology in Ascertaining the Termal and Photo-Thermal Requirements of Barley.** American Institute of Crop Ecology, Washington, D.C. 1957. vi and 280 pages with graphs, tables, and bibliography. $3.00.

M. Y. Nuttonson. **Rye-Climate Relationships and the Use of Phenology in Ascertaining the Termal and Photo-Thermal Requirements of Rye.** American Institute of Crop Ecology, Washington, D.C. 1958. iv and 218 pages with graphs, tables, and bibliography. $3.00.

EDITORIAL NOTES AND NEWS

Have your students read "Asia's Lumber Jacks (Elephants)" in the March 24, 1958 issue of *Geographic School Bulletin* published by the National Geographic Society?

What was your reaction to "From Brush to Grass" which appeared in the March, 1958 issue of *Soil Conservation*, a valuable magazine published by Soil Conservation Service, United States Department of Agriculture?

Professor Edward B. Espenshade, Jr., who has been on leave from the Northwestern University department of geography for a 6½ month study of agricultural regions of India, has assumed the duties of chairman of the department. He has been a member of the Northwestern faculty since 1945, joining the staff after duty with the Army map service in World War II. A native of Chicago, Professor Espenshade received bachelor's and master's degrees in geology at the University of Chicago and a doctorate at Chicago in geography in 1944. Professor Espenshade is editor of Goode's World Atlas and also serves as a consultant to World Book Encyclopaedia and to Rand McNally & Company.

According to the Twentieth Century Fund "Eight countries—the United States, Cuba, Brazil, France, the USSR, India, Southern Rhodesia and the Union of South Africa—hold about 90 per cent of the world's total reserves of iron ore, notes a recent Twentieth Century Fund survey. The United States and Southern Rhodesia together account for 60 per cent (24 and 36 per cent, respectively)."

On July 1, 1958 the Organization of American States will begin an undertaking designed to help individual specialists as well as the OAS member states. A new fellowship program, recommended by the Inter-American Committee of Presidential Representatives, will enter into force on that date and will offer grants for advanced study or research to specialists thruout the Western Hemisphere. Qualified persons who are looking for an opportunity to do pure research, improve their professional skill thru a post-graduate course, or enroll in an advanced technical course may apply now to the program. By offering advanced study abroad, the OAS hopes to increase the individual's contribution to his country of residence.

WILEY BOOKS

For a region-by-region survey of land use in the United States, check—

AMERICAN AGRICULTURE:

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Professor of Geography and Agricultural Economics,
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The author examines and defines the character of regions and explains why they exist. He treats each region as a separate unit, outlines its boundaries and records its favorable and unfavorable resource endowments. Many illustrations are presented to demonstrate how land is used in different parts of the country to obtain the best yields and at the same time prevent soil erosion.

Includes practical examples of land use . . . .

In order to tell the regional story in terms of farm operations, the book provides many examples of land use and conservation methods currently being used on operating farms. The author visited every one of the farms referred to and witnessed at first hand the problems that confront their operators. This study reflects the variety of methods farm operators have employed to conserve water and soil and to achieve the best returns from their labor and investment.

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EDITORIAL NOTES AND NEWS

According to a *Science News Letter* "The United States planted a billion forest trees in 1957, a new record."

Here are three new or revised forestry publications for teachers and students. All are available upon request from the American Forest Products Industries, Inc., 1816 N Street, N.W., Washington 6, D.C. They are provided without charge by the lumber, paper, plywood and other forest industries to strengthen the teaching of conservation education in elementary and secondary schools. Chart—Products of the Tree Farm is a new 22" x 34", in full color. Lists many of the 5,159 wood products, classifies them according to manufacturing processes, and shows how conservation is practiced in the mills as it is in the woods. The relationship between tree farming (good forest practices) and a continuous supply of wood products is stressed. The Teacher's Manual is a revision of the 1955 edition. Helps teachers integrate the teaching of forest conservation into several subject matter areas from grades 4 to 12. The 1957-58 Bibliography of Teaching Aids is on America's forests and forest industries. It describes all AFPI school materials for grades 4-12, lists film libraries booking free forestry films, and contains order blank for individual teacher orders.

According to *Newsletter* "Nearly 50,000 persons have benefited by the provisions of the United States Information and Educational Exchange Act of 1948 during the decade that it has been in operation. Sponsored by Senator H. Alexander Smith and Representative (now Senator) Karl E. Mundt, this act became effective ten years ago on January 27, creating permanent authority for a global program of international exchanges, administered by the Department of State.

"The Smith-Mundt Act, as it has come to be known, has made possible the exchange of 14,000 Americans and 36,000 foreign nationals from more than eighty countries. Of these, the largest number (24,000) were graduate students. The program brought more than 10,000 specialists and leaders from other nations to the United States for study or training. It also permitted visits by 6,000 teachers, 7,000 university lecturers, and some 1,000 teen-agers.

"Besides administering these government-sponsored exchanges, the Department has also assisted privately sponsored exchanges involving approximately 6,000 persons annually. It has, under the authority of the Smith-Mundt Act, facilitated the entry of nearly 50,000 persons into this country for education purposes. This private-official cooperation to develop greater mutual understanding between America and her world neighbors has been enhanced by significant contributions in finances and services by many private organizations and institutions.

Have you read "The School Camp—A Part of the Total Conservation Program" in the April, 1958 issue of *School Science and Mathematics?*

Interested persons should address their inquiries and requests for necessary forms to: Technical Secretary, OAS Fellowship Program, Pan American Union, Washington 6, D.C., U.S.A.

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